

# Junior College Journal

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1201 NINETEENTH ST., N. W., WASHINGTON, D. C. . . . MEMBER OF EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Vol. XVI

DECEMBER 1945

No. 4

## Toward a Broader Concept of Curriculum

[EDITORIAL]\*

THE JUNIOR COLLEGES of the nation have done much toward interpreting education to the rank and file of the people. Twenty-five years ago the statistics of the nation indicated that the great majority of people who attended college in America lived within 50 miles of the institution. That was a serious situation because it left unheeded and unprotected that guarantee of equal opportunity to all which our government safeguarded through educational opportunity.

The spread of the junior colleges over the nation has helped in a large manner not only to extend this opportunity, but likewise to extend an interpretation of the meaning or value of education to every individual. Many bright, courageous, and intelligent young men and women have not had the encouragement to go to college. They have lost that opportunity to themselves, and the nation has been deprived of some of its best young men and women in leadership by not having them trained in college. Even today,

so far as that is concerned, there are a great number of young men and women who cannot attend college unless they are near enough to that college to attend without the expense of room and board.

The curriculum in a college consists not only of an outline of academic subjects *but also consists of a great deal of training not gained in the classroom.* The old adage that a great part of college education is "meeting the fellows there" certainly has much intensive meaning. Those students who attend college and commute from their homes are deprived of many of the privileges and opportunities for social and intellectual development which are extended to those who room and board on the college campus. This being true, there are still great opportunities for the non-residential junior colleges to enrich their curricular offerings by extending information as to the real value of social participation in extracurricular activities on the college campus.

College dormitory life furnishes a wonderful opportunity for young people in the early stages of life to learn the benefits of honesty, integrity, cooperation, and participation with one another in daily living. The value of athletic sports need not be amplified here, as much has already been said about their

\* Dr. J. Thomas Davis has this year retired from the deanship of John Tarleton Agricultural College, Texas, after 26 years in that position. It has seemed eminently fitting that on this occasion Dean Davis, who has for so many years contributed outstanding leadership to the junior college movement both in Texas and on the national level, should be guest editorialist for the *Journal*.

educational benefits. The benefits accrue not only to the players, who must use head as well as brawn in individual and cooperative effort, but these benefits likewise accrue to the entire student body in the development of leadership and cooperative action.

The social and non-social clubs on a college campus likewise furnish great opportunity for social, economic, intellectual, and spiritual development. Of course, sometimes they have a tendency to build up castes, but if properly supervised and guided the social clubs become one of the college's greatest assets.

Our curricular offerings should place greater stress on the college library as the one great source of educational opportunity. Again, the old adage: "The best thing next to knowing is knowing how to find out." The libraries are fast becoming the work shops of the colleges, and too much emphasis cannot be placed upon the importance of the library and its proper use. How to use the library and to find information is certainly one of the most valuable contributions the college can make to its students' educational progress.

Again, whether the college be denominational, private, or public, the student loses a great opportunity to build a full and well developed life, unless he is encouraged to participate in the activities of the church. In all civilizations throughout the earth, religion has played a leading role in the guidance of the people, in their civil, moral, and spiritual life. Therefore, a college neglects its responsibility that does not encourage church participation.

In mentioning all of these attributes of curricular efforts, it is not intended at all that great stress should not be continued toward the development of the tools of learning. These are fundamental. It is impossible for any individual to acquire a great deal of knowledge in any walk of life who cannot read effectively, interpret quickly and wisely, express himself fluently, and make calculations accurately and rapidly. In all of these concepts, the junior colleges, being close to the people, have peculiar advantages over other institutions of higher learning.

J. THOMAS DAVIS



## Are You Planning New Buildings?

JOHN E. GRAY

**S**UPPOSE YOU should wake up some bright morning with several hundred thousand or a few million dollars and a mandate to construct some junior college buildings. What type architecture would you choose? How much land would you buy? Would you put all your money in one large building or build several smaller units? How many faculty offices would you provide? Would your buildings be one, two, or several stories high? What kind of grass would you plant on your campus?

Within the next five years, many junior college administrators will be faced with these and many other similar questions. Having recently had the experience of trying to answer some of them at Lamar College, perhaps there are a few suggestions which we can pass along which may save you some worry and the alumni or taxpayers some money.

In September 1941, barely three months before Pearl Harbor, the qualified voters of our junior college district voted a bond issue of \$850,000 and told us to get busy on a new junior college plant. We promptly purchased a 60-acre campus, rolled up our sleeves, and started to work. After Pearl Harbor

came freeze orders, priority forms, labor shortages, and rationing—remember? So we filled out enough priority forms to fill the basement of the Pentagon, rolled up our sleeves a little higher, and worked all the harder. We had a war training job to do; we had to be ready to serve our veterans and our community at war's end; we had to complete that new plant; so we did.

Naturally we made some mistakes. We'll try to warn you about these so that you may avoid them. We also experimented with some new ideas, most of which we still like. And when we moved into our new plant in the summer of 1942 with its clean, fresh classrooms, with its spacious shops and modern laboratories, with its beautiful library, and with every instructor and administrative official in his own private office, we felt more than repaid for the headaches and priority forms. Out of it all came a rich experience which our board of trustees, faculty, and architects would like to share with you.

Fortunately, no two junior college situations are the same. Therefore, what we have to suggest may miss you an East Texas mile. But there are a few general principles about any junior college building program which at least are worth your consideration if you are planning to expand—and we hope you are. A little forehanded consideration of these principles may save you a great deal of embarrassment after the concrete has been poured, not to mention the paper saving—that green, crispy kind with numerals on it. For it is not only very difficult but also quite

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JOHN E. GRAY, president of Lamar College, Texas, recently returned to his duties there after a period of naval service, the latter part of which was spent in Washington, D. C., with the Educational Services Section of the Bureau of Naval Personnel. President Gray was secretary of the Southern Association of Junior Colleges in 1943 and president of the Texas Association of Public Junior Colleges the same year. He received both his B.A. and his M.A. degree in educational administration at the University of Texas.

costly to rub out a mistake which is set in concrete and reinforced by steel.

It is probably unnecessary to say this to junior college people, but in order to keep the record straight, let's not forget that the first step in a junior college building program should be a thorough-going community survey. Then, as a result of this survey, spell out your objectives in detail before you draw a single plan. The building program, whether it involves an entirely new plant or an expansion of an old one, will not be successful unless functional arrangement is the primary consideration.

Even before the survey is under way, you should employ your architects. It is highly important that they be given ample time to study your problem. Unfortunately, they can't give you the answers as fast as a Mr. Anthony. When you hurry your architect too much, it will be you and not the architect who is the loser. The same is usually true of your contractors.

One phase of your community survey may involve the determination of site for the new buildings, and certainly the architects will be needed on this decision. Furthermore, when you have completed the survey, you will be ready to crystallize your objectives. The architects must have a complete understanding of these objectives if they are to be worth what you will pay them.

Another important cog in your building program is a good lawyer. Make him responsible for all contracts, insurance, and other similar matters. It will save you money in the long run to get him on the job early in the game.

Provide as part of your contract with the architects that they are to visit and study several other junior colleges most similar to yours before drawing any plans. The president of the college,

and if possible at least one representative of the governing board, should accompany the architects on this trip. A close working relationship can thus be obtained in the very beginning, and the objectives of your program can be further translated to your architects as they compare and contrast what other people have done.

In our case, two architects, the president of the board of trustees, and the president of the college spent about three weeks visiting and studying junior college plants from Texas to California. The trip cost Lamar College about \$500, but we saved many times that amount as a result of avoiding mistakes made in other situations.

Don't depend on your memory on this trip. Take accurate notes, and get pictures, sketches, plans, and costs where possible. Get costs in terms of square feet of floor space and cubic feet of building, and compare these as to various factors, such as type of building, section of the country, and variations in cost between ground floor and upper floors. Incidentally, while on your trip you can gather ideas on organization and curriculum on the side.

While you are making this study, various committees of the faculty can be preparing preliminary plans of the number and types of classrooms, laboratories, shops, offices, and other spaces which will be needed to meet your objectives. The closest possible liaison must be established between the faculty and the architects, with the college administrator as the intermediary. The one thing which did more toward the success of our program than any other single factor was this close liaison. Our board of trustees worked closely with the faculty to make the basic, functional plans for the buildings. The architects translated these basic plans



into a master scheme, and then made a breakdown of the master scheme into individual building units which were functionally and architecturally sound. Above everything else we would say to you, let those who will use the buildings help to plan them.

One other individual needs mention at this point. He is your superintendent of buildings and grounds. Be sure that he is free during the building program to watch it closely. If necessary, employ extra help temporarily in order to free him. Doing so will pay dividends. The architects will provide an inspector to check on the contractors, but take our advice and provide your own building superintendent as an inspector to check on the inspector. He needs to know where every sewer and water line comes in, where the conduit is placed overhead, and a myriad of other details which will soon be covered up. Of course you will keep the plans of your buildings for later trouble shooting. But how much better it is if your building engineer knows where everything is, and can say "dig here" without referring to the plans. Besides, even granting that your contractors are thoroughly honest, you'll get a better job on your buildings if you have your own "watch dog" on the premises all the time.

Now you have your governing board, faculty, architects, attorney, and building superintendent welded into a real team. You're ready to go to bat. And the first pitch is a curve ball—difficult to handle. It is the choice of a site. Don't let local political considerations outweigh common sense. You have a commodity to sell—the most important commodity in the world. Therefore locate as near the center of your customers as you can find the space to meet your objectives. You

are building a community college. Therefore locate where you can serve your community. Keep in mind that some of your students will need to work part-time in your businesses and industries, either as part of their training or to earn a portion of their college expenses. Study possible bus routes to your campus from nearby communities. Locate within the city limits if possible in order to secure police protection and advantageous insurance rates. If this is not possible, try to find a campus which is contiguous to the city limits in at least one place and prevail on the city officials to change the city limits so as to include the college campus, at least for police and fire protection purposes. Of course your attorney should check all legal details as to title, easements, and similar matters. Be careful of the types of industries which are near the campus. One of our problems has been an acid plant near the campus. The fumes have been detrimental to flowers and shrubs on the campus, and it is feared that they may in time even do damage to the buildings and equipment.

Well, you say, there is no college campus available which meets all of the above criteria. Of course not, so do the best you can. Use your common sense, and choose the location with the least number of serious faults which is available at the price you can pay. And buy enough space to allow for expansion. You'll need it, and it will cost you less on the original buy that it ever will again.

Now that your site is chosen, you are ready to make a master plan of the campus. This calls for a decision on whether to construct one or two large buildings or several smaller units. There are good arguments on both sides of this question. After considering them, we chose the small unit plan and

tied the units together with covered passageways. We did so for several reasons. In the first place, we wanted to "psychologize" each unit. That is, we wanted each building unit to have an atmosphere appropriate to the courses or activities conducted in that unit. The library needs one atmosphere, the shop another, the science building another, the student union still another, and so on. We also wanted to get away from the large high school type of structure. Furthermore, our covered passageways between buildings gave us most of the functional benefits of the large single structure. Since we preferred to carry our steam lines, electric lines, and telephone lines overhead, we found it quite economical to place the supporting structure over our sidewalks, cover it, and thus provide protected passageways from building to building. The unit plan also makes it easy to provide for future expansion as needed.

Whether you decide on one or two large buildings or several smaller units, here are a few specific suggestions we offer for whatever they are worth. They are in no particular sequence—just pulled at random from the hat of experience.

(1) In deciding the type of your architecture, give your community—its background, its buildings, its future plans—thorough consideration.

(2) Build well that which you build. Don't try to stretch your money too far. Better to wait and build more later.

(3) Build classrooms of varying size.

(4) Have at least three places on the campus where groups of students can assemble. Like the three bears, there should be a small one, a middle-sized one, and a large one.

(5) Use sturdy, concrete-and-steel

framework for your buildings, but construct inside partitions so they can be changed without too much trouble and expense.

(6) Specially equip a room or two in each building for motion picture or slide projection.

(7) Put electrical outlets in the front and back of every room for use with various teaching aids, such as radio, television, slides, motion pictures, and recording machines.

(8) Be wary of fancy, patented windows, particularly if you have much rain. The old double-hung window is hard to beat in a blowing rain.

(9) Venetian blinds are worth the difference.

(10) Asphalt tile makes a very satisfactory covering for concrete floors, even in laboratories. Be sure to use the proper hardness to support the weight of the furniture and equipment.

(11) Let the faculty help in the purchase of the furniture and equipment. Use the savings you thus effect in cost and in architects' fees to raise instructors' salaries. It may be, as was the situation in our case, that some good businessman on your board of trustees will have special purchasing skill which can be of great value.

(12) Don't forget to provide for the possibility of air conditioning later, even if you don't put it in now. A nation which can split the atom will surely air condition its schools and colleges.

(13) Use fluorescent lights if possible.

(14) Recess into the walls all radiators, drinking fountains, and other similar equipment, particularly in the corridors.

(15) Use some color in your buildings. Get away from the drab, uninteresting effect of unpainted plaster. Try to create an atmosphere which will

be pleasing to 95 per cent of the population of your buildings—the students.

(16) Use sound-absorption material on ceilings. It will pay off in better classroom teaching and fewer faculty funerals.

(17) Provide easy access to pipes, and gadgets, especially in and around rest rooms. It will pay off in lower plumbing bills and fewer holes in your walls.

(18) Build into the walls of your corridors, classrooms, and laboratories a sufficient number of attractive glass cases to provide for appropriate displays.

(19) Attractive bulletin boards are needed for maps, charts, announcements, and other timely material.

(20) Well-planned equipment cases are a *sine qua non* for your laboratory storage rooms.

(21) The staffs of the annual, newspaper, or other publications will need a place to meet and work.

(22) Shops should be open, well-lighted, and well-ventilated. Avoid partitions wherever possible.

(23) Gas rationing is gone forever, so don't forget parking space—and a shelter for those who ride the bus.

(24) By all means have a student union. It will solve many of your problems. Keep it centrally located, but far enough from classrooms so that the instructors' lectures will not interfere with Bing Crosby on the nickelodeon.

(25) A good panel board is essential for your science labs so that you can develop various voltages without complicated hook-ups.

(26) Don't let anybody sell you on the idea that something else is better than slate for blackboards.

(27) Specify a bonded, guaranteed roof.

(28) If you use brick, put it through a stiff moisture-absorption test before buying.

(29) Curve your baseboards into the floors to prevent dirt accumulation.

(30) Shrubbery should permit the line to show where your buildings meet the ground. If St. Augustine grows in your section, it is a good campus grass.

(31) Provide an individual office for every instructor and administrator. This will permit them to professionalize, personalize, and individualize their work. The most important thing which happens on your campus is the relationship between faculty and students. Provide the physical means whereby this relationship can be brought to full fruition. What doctor, lawyer, dentist, engineer, or C.P.A. would attempt to do his work without an appropriate office? Is your work any less professional or less important?

(32) Provide an appropriate place where your governing board can meet and deliberate in comfort and dignity. A great responsibility rests upon American junior colleges in the days that lie ahead. Your policy-determining board should have a place for their deliberations commensurate with their responsibilities.

As there is no logical ending point for a list of suggestions such as the above, permit us simply to conclude by suggesting some helpful references. Unfortunately, very little has been written in the field of junior college construction. Recognizing the need in this field, the American Association of Junior Colleges has a committee studying the problem. Pending their report, you will probably want to read the following for general information:

Byrne, Lee, *Check List of Materials for Public School Building Specifications*. Con-

tributions to Education, No. 492 (New York: Teachers College, Columbia University, 1931), 195 p.

Englehardt, N. L., Jr., *School Building Costs* (New York: Teachers College, Columbia University, 1939), 95 p.

Harrison, Wallace K., "Better Planning for College Classrooms," *American School and University* (New York: American School Pub. Corp. 1939), pp. 288-91.

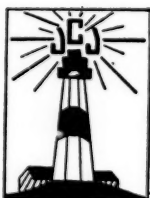
Hixson, Joseph H., "Matters of First Importance in Initiating a School-Building Program," *American School and University*, 1930-31 (New York: American School Pub. Corp. 1930), pp. 20-25.

Smith, Howard D., "Planning for Post-war College and University Construction," *American School and University* (New York: American School Pub. Corp. 1944), pp. 36-45.

For a complete and very helpful

bibliography covering various aspects of construction problems, see *Educational Research Service*, American Association of School Administrators and Research Division of N.E.A., Circular No. 7 (Sept. 1940), 24 pages and also *Review of Educational Research*, 15:34-42 (February 1945).

And, finally, if you and your architects make that trip we talked about, we extend to you a cordial invitation to make Beaumont, Texas, one of your ports of call. The saddest day in our lives will come when we realize that there is no living human being left whom we can entice to take a conducted tour through Lamar College.



## How Junior Colleges Can Serve Veterans

JOHN N. ANDREWS

IT HAS BEEN four years since the tragedy of Pearl Harbor. The junior colleges have made many adjustments during this period. They have given up some of their best qualified staff members to serve in the armed forces and released many others for government work, research, and war industry. These same colleges have seen thousands of their students leave their campuses and exchange civilian clothes for the uniforms of the several branches of service. College administrators and staff members have watched with eagerness the records made by their former students and faculty members in the armed forces.

Now, four years later but only a few months after the end of the world's most tragic war, the college administrators and instructors are pleased to see thousands of veterans returning from service as seasoned men and women. Large numbers of the ex-service men and women are anxious to enter or re-enter college and forget their war experiences as quickly as possible.

### *The Opportunity Ahead*

College administrators and their staffs are ready to serve the veterans and help them become fully integrated with the rest of the student population. Before the present school year began, more than 35,000 veterans had

returned to school, college, or university and were pursuing courses under Public Law 16 or the GI Bill of Rights (Public Law 346). The current school year has already witnessed a great increase in veterans' enrollments and it is possible that more than 100,000 ex-service men and women will be enrolled full-time in the nation's classrooms before the end of the year. The months immediately ahead will offer the greatest educational challenge and opportunity ever to face the leaders in education. At the present rapid rate of demobilization, the peak load will probably be reached during the school years 1946-47 or 1947-48. This load of veterans will be greatly augmented by the thousands of young men and women who have been in war work or who have made their contributions to the winning of the war through important work on the farms, in social work, and in a variety of other ways. Also, it must be remembered that the normal flow of graduates from the high schools will continue. It is likely that college training will now become more important than ever before. Already many of the junior colleges, and some four-year institutions, report capacity enrollments. One wonders how the one million or more full-time veterans will be accommodated during the next four or five years. In addition to the full-time veterans, current estimates suggest that possibly three million or more ex-service men and women will want to attend some type of school or college on a part-time basis.

This discussion considers the possible role of the junior colleges in devel-

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COLONEL JOHN N. ANDREWS is with the National Headquarters of the Selective Service system. Since 1941, he has been on military leave of absence from the faculty of New York University. In recent months he has participated in many conferences dealing with the readjustment of veterans and has written extensively in this field.



oping programs to meet the varying educational needs of veterans.

### *Testing and Guidance*

Testing and guidance services will be very helpful to veterans. Through these services many former service people will be attracted to fields of study, and later to employment opportunities, which they had not envisioned as available to them. Large numbers of men and women returning from service without definite trade or professional objectives should be encouraged to seek the expert assistance of counselors. The specialized tests should be provided locally or the veterans should seek such assistance through the nearest testing center. The testing centers are available at the regional offices of the Veterans Administration and in many colleges, with the costs being defrayed by the Veterans Administration. Since as a rule veterans are older and more mature than other students at the same grade level, guidance which helps them discover challenging fields of occupational study becomes all the more significant.

### *Programs Adaptable to Veterans*

Many persons have stressed the point recently that veterans will want to study in a relatively quiet environment where ample provision will be made for individual supervision and progress. The junior colleges, as a group being smaller, will supply this need for individual attention. The smaller classes and the more informal methods of instruction will be an added inducement to veterans for three reasons:

(1) Within limits, the student can progress as rapidly as his maturity, capacity, and background will permit.

(2) He can decide as he progresses what materials of instruction are of greatest in-

terest and value to him, and can discard those which do not contribute to his educational objective.

(3) The intimate contacts with faculty members and students will appeal to veterans.

### *A Wide Range of Offerings*

Most of the ex-service men and women who are planning to go to college after receiving their discharges graduated from high school only a short time before entering service. The junior colleges can help bridge the gap between high school and the larger university, or between high school and employment. Many of the courses are a definite preparation for life. Because of the elapsed years, the bridging of this gap for those who have been in service is more important than before the war began.

It is believed that the junior colleges can take care of large numbers of veterans. In many of these institutions, the enrollment has dropped during the war years more than one-half. These colleges are now prepared to accept large numbers of veterans and other students who wish to resume their formal education. Enrollments of former service men vary from a few in some colleges to two or three hundred in others. Some colleges report a 500 per cent increase in veterans' enrollment over last year.

Junior colleges are required to meet the same academic standards as other institutions within a state, but since they stress accomplishment during the two years and offer many terminal curricula, some of them will be able to follow very liberal curricular patterns, especially in regard to elective courses. Furthermore, even in the preprofessional courses much attention can be devoted to the individual requirements of the students.

### *Intimate Contacts with Faculty*

The intimate contacts between faculty and students frequently found in junior colleges will attract many veterans. Such relations will be especially important to the more mature men and women as they return to college, particularly those who have deficiencies to make up or who will need help in developing new study habits. Likewise, these veterans will need much encouragement during the first few weeks in order to adjust to college.

Many institutions, whether they are junior or senior colleges, will find that the withdrawal rate of veterans will be high unless ways are found to individualize their programs. A single case will illustrate this important point. An 18 year old boy entered the service immediately upon completing his high school course. He has already been in the Army two years, doing work of a non-academic nature. It is reasonable to assume that he has forgotten much about punctuation, algebraic equations, and history, although he may have learned and experienced much during his period of service. At the age of 21 (his possible age at the time he will be discharged from service), he will feel deficient in many ways as compared to the freshmen 17 and 18 years of age who have recently completed four years of high school studies while the veteran was in service.

This young man, like many others, has been living in a fast-moving world but his part of it was widely separated from formal education. He will require much help from his younger student companions and from staff members in order to adjust to the school environment. He may be sensitive about his slowness in grasping the

meaning of topics which may seem elementary to the student who has been in school continuously for 12 years. The junior colleges and other institutions with informal, personalized programs will have an especial appeal to this type of student.

### *Adjustment Courses*

Large numbers of veterans will need to do further study at the secondary level before beginning college work. Since junior colleges frequently offer one or two years of pre-collegiate instruction, they will be in a position to supply the courses needed at the high school level, as well as to offer advanced work. Some of the veterans will be deficient in certain high school materials even though they may be able to pursue college instruction in other subjects. In such cases, the mature veteran with a combination program will be accepted as a full-fledged member of the group, irrespective of what his exact classification may be. He will be able to participate in the various activities of the school and will not feel that he is marked as a high school student.

### *Careful Planning Required*

The junior colleges will need to plan rapidly to meet the varied needs of ex-service men and women. They should be as liberal as possible in admitting veterans. Wherever possible, arrangement should be made to grant some credit, even if provisional, for work completed in the armed forces. This may mean merely the accepting of credit earned through the United States Armed Forces Institute or some other recognized correspondence course. It may mean the granting of credit for the completion of basic courses in the Army or Navy, or it may mean a will-

ingness and a definite plan by which adequate credit can be given for special courses completed while in service. Courses such as meteorology, language, radar, or chemical warfare may have no exact equivalent in college curricula, but there are some courses which approximate them. Veterans should be encouraged to present statements concerning work completed in service. Then through interviews, competence tests, and other means, a determination can be made as to what and how much credit can be allowed. This consideration by the junior college will mean much to the veteran. It will help him realize that his war service was not a "lost" period, and that much of his experience can be translated into definite assistance for him as he returns to college.

Most junior colleges have followed the recommendations of the American Council on Education in regard to credit for military service. Also the recommendations of some of the accrediting associations have been of value to the colleges. Many institutions and accrediting bodies are giving further study to the question of credit for military service. Based upon some of these findings, additional provisions may be made for credit the student may receive.

### *Fields of Study*

The former men and women of the Army and Navy have a wide variety of educational interests. In general it may be said that their needs are as broad as those of any other group of students. They are aware of the value of a liberal arts program but they have a deep concern with the problem of earning a living after they have completed formal education, and they will examine courses with this problem in

mind. Favorite fields for many are preprofessional courses, engineering, business, law, pharmacy, dentistry, and medicine. To serve the wide educational range of veterans, junior colleges have provided many innovations. Guidance and testing facilities have been provided, refresher and short courses have been added, and instructional methods have been modified. Many other changes will be made as the demands develop, and fortunately, many of these changes represent streamlining which will benefit other students as well as veterans. The war training programs provided an extensive background for the revamping of courses and methods of instruction, but some of the developments in the future may represent even greater change. It is encouraging to observe the fine spirit with which the changes have taken place and it is confidently expected that the colleges will meet the challenge resourcefully.

### *Social Adjustment*

Veterans generally are making quick and satisfactory adjustment to college. Some do desire and require special attention, which usually can be supplied through the counseling service of the college and with the help of understanding faculty members. The veterans, as a group, do not wish to be segregated from the rest of the school population, nor do those who are disabled want to be set apart from other students. They expect to maintain the same standards as others, and ask no favors. However, provision must be made for the comfort and safety of the seriously handicapped. College administrators and faculty have been understanding and have helped veterans adjust with the least possible difficulty. Some will require special

equipment; others will need to be excused from strenuous physical exercise; many veterans will ask to be excused from military drill, if this is a part of the curriculum. Veterans' clubs have been organized at some junior colleges, but these clubs do not interfere with the ex-service men taking an active part in the various activities on the campus. Many of them have become leaders in athletics, debating and dramatic clubs. At many institutions, veterans hold top positions in student organizations. Scholastically, ex-service men and women at many colleges are making better records than other students, and those who have returned to college are making better grades than they made before they entered the armed forces.

#### *Married Veterans*

Large numbers of married veterans will want to attend college. Some institutions report that difficulties have developed in finding adequate housing for them. A few colleges have solved the problem temporarily by reconvert-ing one or more dormitories into apartments; others report that they hope to be able to use nearby war housing projects no longer needed by industry. But the problem, which college presidents generally look upon as critical, calls for immediate planning on a larger and more permanent scale.

War housing units are being used by veterans attending some of the colleges. Trailers are also being used by veterans in some institutions, and many more will be in demand as they become available.

The National Housing Agency has interpreted the Lanham Act to permit the construction or relocation of war housing for the use of veterans pursuing educational or training courses but as

yet no funds are available for the purpose. In addition to what the Federal government can do, if state governments, local communities, and the institutions themselves have resources which can be put to use, no time should be lost in planning their utilization.

#### *Protecting College Standards*

Since the Federal government has made substantial provision for veterans to resume their education, care should be taken to see that academic standards are maintained and that other necessary safeguards are provided, for the protection of both the veteran and the Government. No type or class of institution should be required or permitted to carry more than its share of the load, but all institutions which have adequate facilities, staffs, and programs should share in this challenging educational opportunity.

The adequacy of a program cannot be judged by the size or age of an educational institution. Those responsible for supervising and certifying educational institutions should give whatever protection is necessary in order that veterans, unfamiliar with educational standards and requirements, will not be exploited, through the loss of either time or money. Likewise, the Government has a big stake at hand and should not be exploited through the charging of exorbitant fees by a school or college which may attempt to justify the fee on the basis of special service or an "unusual" course organized for the benefit of former service men and women.

Public Law 346 provides much freedom for the veteran in the choosing of the institution at which he will study and the course which he will pursue. In recent months many new courses and training programs have been developed. Some new schools and colleges have



been organized. No attempt is here made to evaluate any of the programs, or institutions, but caution should be exercised to see that the veteran and the Government get full value for the time, energy, and money that are spent on such courses or programs.

The October issue of the *Journal* gave a dozen descriptions of junior college programs in various parts of the country. I would like to conclude this article with a few additional plans. It is only regretted that space does not permit the inclusion of many other of the excellent programs of the several hundred junior colleges which are providing stimulating courses of study which will attract large numbers of veterans.

#### *Pasadena Junior College, California*

The current program of Pasadena Junior College is indicative of some of the more progressive municipal junior college programs. This institution enrolled about 200 veterans during the school year 1944-45. The grade span there covers grades 11 to 14 inclusive. With this wide range, most veterans applying for admission have been accommodated.

At this college, as well as the many other junior colleges, tests and interviews are required before students are admitted. Veterans may be enrolled at any time during the school year. If they enter too late to become adjusted in the regular courses, special groups of approximately 20 students are organized to meet their needs. A full-time instructor is assigned who gives much individual attention to members of the group. In this way it is possible for veterans to make much more rapid progress than the regular students.

Reports indicate that many of the

veterans at Pasadena Junior College are employed on a part-time basis in order to supplement the funds provided under the GI Bill of Rights. The reports also suggest that the ex-service men and women have made quick adjustment to school life, and have been accepted by the rest of the student body on a very friendly basis. They participate freely in the various activities of the school. The president of the student body for the past two semesters has been a veteran.

#### *Phoenix Junior College, Arizona*

Phoenix Junior College has adopted a liberal policy toward veterans. Many of the ex-service men and women are admitted on individual approval to regular courses, even though they may not have completed high school. The following curricular changes are among those which have been made to accommodate veterans:

(1) The curriculum in aeronautical arts and sciences is being expanded to include training in such courses as commercial flying, aircraft engine, airport control tower operation, airways, radio, meteorology and navigation.

(2) A division of trade and industry with terminal courses has been established in co-operation with the Phoenix Technical School. The following courses are to be offered: Automobile services, building trades, commercial dressmaking, electrical services, plumbing and sanitation, radio communication, refrigeration, sheet metal, and welding.

Beginning with the present school year, a cooperative training program is being offered in which veterans will work part-time for governmental agencies or in private business, and will receive college credit, as well as remuneration, for their work.

#### *Hershey Junior College, Pennsylvania*

Hershey Junior College has made provision to accept 100 male veterans.



A veteran will be accepted regardless of residence if he has successfully completed a high school course with satisfactory grades. Individualized admission is based upon the opinion of a special committee on evaluation of credits; psychological and USAFI tests scores will also be taken into consideration.

Veterans entering the college are offered the use of well equipped laboratories and other facilities with no extra cost. Social adjustment and integration are facilitated through an elaborate testing program administered by the department of psychology. The student-faculty relationship is a personal one and intimate contacts are maintained. Each instructor acts as a counselor for veterans.

#### *Lamar Junior College, Texas*

Lamar Junior College has enrolled a considerable number of veterans. In addition to those enrolled, the college has been able to advise and serve in various ways many other veterans. Ex-service men who are 18 years of age or over and have one year of military service are admitted on individual approval. No changes have

been made, however, in the essential graduation requirements. The college officials have found that veterans generally are more interested in various types of vocational and short-term programs than they are in meeting certain degree requirements. This being the case, the work at this institution is planned mostly along vocational and technical lines. Some veterans who are employed nearby are taking advantage of the trade extension classes which are offered in the evening or after-work hours.

Experienced counselors are available to the veterans and have aided them substantially, not only in planning their courses but in solving personal problems. Housing for the veterans is very critical, but it is expected that with the cutback of certain war production activities in this area, veterans will be able to secure some of the unit houses of the local Federal Housing Project as they are released by war workers.

The faculty at Lamar Junior College is sympathetic toward the veterans and each member is willing to assist in every way possible. Non-veteran students are cordial and accept the veterans enthusiastically.

# Teaching English Composition to Veterans

MURRAY G. HILL

IN THE AUTUMN of 1944 an increasing number of World War II veterans enrolled in Pasadena Junior College, and the task of adjusting courses of study to these men became of paramount importance. One special course in English was set up. Thanks to the magnanimity of the administration staff in waiving all rules and regulations formerly practiced in the administering of courses, I was given *carte blanche*. This imposed a tremendous responsibility upon me. As there was no precedent for this kind of work, I had to feel my way along, using chiefly the trial and error method at times, at other times basing my efforts upon past experience. But in spite of the indefiniteness of purpose at first, a clear pattern began to evolve.

Into the English section came men of varying age and caliber and experience. They ranged in age from 19 to 51; they varied from fourth grade to the first year of college; some had participated in overseas combat, while others had been only a few months in camps in this country; there were Negroes and whites. But all had received a medical discharge. Some were fairly stable in their adjustment to civilian life, while others were mentally

upset and were having a struggle with themselves. All were anxious about the future. They were grateful to the government for the privilege of attending college and thereby being able to better themselves in order to do more adequate work when they became established. Some of the men wished to earn high school credits; some wanted to get their college English out of the way so that they could progress more rapidly when they took up their advance work in a four-year college. With this vast variety of experience and ability, it was difficult to plan a method of procedure at first, especially as the men were being assigned to the group at the rate of two to four each week.

As each man entered the class I asked him to sit down and tell me on paper about himself, as though I had asked him in my office, as he sat at the side of my desk, to tell me anything about himself that he would like me to know in order to have a better understanding of his needs and in order to establish a contact between us. At first thought this seemed difficult; some of them wanted to know what I desired them to tell about themselves, and how long the article should be. Always I was careful not to hint at any experiences they had had while in service. I was in the room all during the hour so that they could ask me for any help they might need in construction. In this way we soon established an understanding.

The problem of what requirements to establish for course credit was a difficult one. I finally told the men that I should like to have each one choose a project for himself. Not

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MURRAY G. HILL has served as chairman of the Department of English at Pasadena Junior College, California, for 17 years and during the war has taken an active part in the college's war training program and in the adjustment of returning veterans. During the past year while instructing discharged servicemen he has also done guidance work in the neuropsychiatric clinic of a local Army Regional Hospital. Mr. Hill received his A.B. and A.M. degrees at the University of Kansas and did additional graduate work at Harvard University.

knowing what standards to set, I suggested that a final paper of 2000 or more words that would demonstrate to themselves and to me their ability to select a subject, organize it, and present it creditably would meet the requirement. Each man was to govern himself, for no time limit was set, nor was regular attendance required. The majority of the men took this informal requirement seriously and set diligently to work.

Out of this came many interesting papers. Some of the men brought in reports on term papers they were preparing for other courses for help in organization and presentation. When satisfactorily completed, these papers were accepted for the English requirement. One man, who had been out of school for several years, who had been in active duty in the Pacific for two or more years, and who had had eight operations on his hip, had difficulty in getting into the work. His first paper to come in was a letter he was writing to a cousin who had just entered the service. He wanted help in expressing his advice to that cousin. Later he surprised himself and everyone else by writing an excellent report on the raising of rabbits, one of his hobbies. The article was good enough to be published in a magazine that was interested in that subject. At the end of the semester, this man, who was a diligent worker, completed the 16 units in English necessary for his high school diploma. Another man who had been with the Marines in Shanghai for four years earned his entire high school credits. An ex-circus manager, who had been a neuropsychiatric patient, received credit for college freshman English by writing, for his final project, a clever elephant sketch. There are many instances equally interesting.

Not all the men enrolled, unfortunately, carried their work to completion. Some fell by the wayside.

As the course progressed, the whole plan assumed a definite shape. Through the excellent counseling of Ralph Bush, who had spent some time with the United States Employment Service, the ex-servicemen were placed satisfactorily according to their needs. After Mr. Bush had determined the year of credit the man needed, he sent the man to me to place in an English group. By this means we were able to grade the men, putting those of equal caliber and experience in a suitable group. This made the task of instruction much easier. Each hour of the day a group met with me in my office. These groups varied in size from four to seven veterans. In this office we sat and discussed informally the needs of each man. The veterans proved themselves mutually helpful. When it seemed well to talk with one man alone, the others retired to an alcove in the library set up especially for them, where they continued the work on their projects.

Many times I asked myself, "What is this subject you are calling English?" Often it seemed to be anything but English. Most certainly it was nothing like the old orthodox subject that I had taught in college for many years. More often it seemed like a class in psychology or philosophy or perhaps psychiatry. It is impossible to convey on paper the real meaning of those sessions. The men who were mentally troubled were helped by those who were stronger. If a man became arrogant in his judgment, he was soon chastened by the saner, more poised man. Always the discussions centered about clear thinking, subduing of emotions, and effective expression, both oral and writ-

ten. It was a class in adjustment as well as in English. After all, what is "English" but the outward expression of our thoughts and emotions?

Is it not possible that other courses can be set up on the same basis? These veterans need individual attention. During the years of their service they have become so accustomed to obeying orders given by others that many of them have lost their sense of security in themselves. Individualism has been subjected to mass thinking and action. From my observation, these veterans should be given sufficient time for making their adjustments to civilian life. They do not want sympathy or coddling, but they do want understanding. They cannot be pressed too hard. In their education they should be given the opportunity of carrying on their work in small groups composed of men of similar experiences. It is unfair to them to place them in classes of students younger in age as well as ex-

perience. I should recommend that they be assigned to fewer courses and allowed a shorter time for completion. Two courses, of two hours each a day, for six weeks, in my opinion, would be the right amount. I have observed that at first it has been difficult for them to maintain their interest for a protracted length of time. The completion of a course at the end of six weeks and the beginning of a new course will undoubtedly give them the impetus needed. Above all, the work should be done in small groups in order to allow more time for individual attention.

Expensive? Unquestionably yes; but so are the ravages of war. Do we not owe it to these men to give them every opportunity possible to fit themselves again into the pattern of life from which they have been separated for two to four or more years? It is here that the junior college, with its flexible organization, can contribute greatly.

## Evolution of a Medical Secretarial Course

ANNE D. McLAUGHLIN

THE MEDICAL SECRETARIAL course at Georgetown Visitation Junior College is the outgrowth of professional consultation and the pragmatic readjustments of seven years' experience. In 1938, several prominent physicians were asked to enumerate the skills they would look for in engaging a secretary. The obvious secretarial requirements included speed and accuracy in shorthand and typing, a certain knowledge of bookkeeping, a pleasant approach to patients, a pleasing telephone voice, a courteous manner, poise, presence, tact—in a word, office technique. In addition to the foregoing, they suggested a basic knowledge of biology, chemistry, anatomy, physiology, and bacteriology, together with a course in clinical pathology and a thoroughgoing grasp of medical ethics.

The American Medical Association was then consulted as to their general requirements for such a course and the possible accrediting of it. We learned that they had no course requirements and did not accredit such courses.

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ANNE D. McLAUGHLIN holds the position of dean of studies at Georgetown Visitation Junior College, Washington, D. C., where she is also director of the medical secretarial course on which this article is based. In developing this course Miss McLaughlin drew upon the practical grounding gained through her earlier work as laboratory technician at the New England Baptist Hospital and the Peter Bent Brigham Hospital, both in Boston, as well as on her B.A. from Trinity College and M.S. and Ph.D. in science from Catholic University. Miss McLaughlin is president of the Junior College Council of the Middle Atlantic States this year; has been a member of the American Association of Junior Colleges' Committee on Revision of the Constitution since 1943; and was vice-president of the Association in 1944.

After these preliminaries an attempt was made to draw up a curriculum which would embody the physicians' suggestions. The strictly secretarial part of the program presented no problem. It was felt that the usual courses in shorthand, typing, bookkeeping, and office practice would take care of this phase of the training. However, one point is noteworthy regarding the acquisition of medical terms. After some experimentation, it was found that direct dictation from actual medical case histories was more instructive than the use of the usual textbooks on this subject. At the present time all the material used in this class is supplied by a local hospital.

It was also found that a certain amount of experimentation was necessary before the scientific and medical phase of the work could be determined. Our first curriculum put into effect in 1938 included English composition, business English, biology, and clinical pathology. In the latter course we really gave a survey of anatomy and physiology, in addition to the knowledge of and technique required in doing the simpler tests which the physician might conceivably have done in his own laboratory. In this course the various systems of the body were studied from the point of view of anatomy and physiology. After each system had been presented, we studied the laboratory tests related to the particular system, the significance of these tests from the point of view of normal and abnormal values, and the techniques involved in some of the simpler tests. For example, after studying the circulatory



system, the students did red and white blood counts, hemoglobins, differential counts, and blood grouping. They learned to do venipunctures, non-protein nitrogens and blood sugars; they were taught to record a patient's bleeding and clotting time, and to take blood pressure and pulse. Moreover, in addition to learning the technique and normal values of these tests, the students were shown the possible implications of abnormal values in the various diseases.

After completing one year of the program, it was seen that the title of clinical pathology was a misnomer, inasmuch as we were including anatomy and physiology as well as clinical pathology. The name was changed to medical science. This course covers two semesters, presented weekly in two lectures and two double laboratory periods.

One of the suggestions we received in the beginning was to give courses in biology and chemistry. Because of the excessive number of hours these students carried, it was felt we had to make a choice, and we decided to give biology. It was soon found that there was an overlapping between the matter of this course and that covered in medical science. For example, mitosis, maturation, and a certain amount of anatomy were covered in both. At the same time it was found that our decision not to give chemistry left the student without such elementary knowledge as the ability to read chemical symbols on laboratory reagents, or to make simple solutions. Consequently, the decision was made to substitute chemistry for biology. After a year or two of experimentation with this arrangement, another adjustment had to be made. The ordinary college course

in inorganic chemistry, while providing an excellent background in this field, did not fulfill all the specific needs of the medical secretary. For example, concentrations, organic and inorganic formulas, the preparation of quantitative and qualitative solutions, the properties and differences between acids, bases, and salts, colloids, titrations, solubilities, etc.—all of these were lacking in this course. So it was decided to build up a hybrid course of general and quantitative chemistry which, we feel, has successfully met these needs.

What has been outlined so far may be termed the theoretic part of our program. What is to follow deals with the practical part. The general value of this practical section of the curriculum has sometimes been called into question by individual doctors, but it was found on investigation that their objections stemmed from the fact that their interests were of a nature too highly specialized to be included in a course of this general type. Our over-all experience has led us to retain this part of the program and we feel that its value is of equal importance to the theoretic. It should be added that this feature was among the original suggestions received from physicians when we were inaugurating this work.

This section of the program consists of hospital training conducted on a volunteer basis, and is divided into two phases. The preliminary phase is composed of supervised work for a period of six weeks, which takes place during the summer vacation following the freshman year of study. For convenience, the student is permitted to choose a hospital in the vicinity of her home. According to the needs and conveniences of the individual hospital, the student may be admitted to work in

the laboratory, the record room, the X-ray room, or the operating room. The obvious purpose of this part of the training is to give the student an opportunity to make practical application of knowledge gained during the year's study. The student acquires experience, a certain amount of business and professional sense, an opportunity to acquire flexibility where the methods and techniques of a given hospital may differ from those learned at college, an opportunity to practice and perhaps to see the wisdom of professional ethics; and lastly, a very valuable opportunity—often lacking in the necessarily individualized training of the classroom—to acquire a sense of team work, of integration and of mutual interdependence on associates, which is vital to the smooth functioning of modern clinical work.

The next phase of hospital training occurs during the second semester of the student's sophomore year. This work is more highly organized and carefully supervised than the work of the preceding summer. Under the direction of the authorities of Providence Hospital, Washington, D. C., the students serve a four-month period of rotating internship. They are admitted successively to assist in the office of the operating room, the record room, the X-ray department, and the laboratory. At the end of each month a report covering the student's appearance, deportment, skill in handling patients, personality, knowledge, sense of responsibility, tact, punctuality—in brief, all the qualities which a good medical secretary should possess—is submitted by the department concerned. At the end of the four-month period, this composite report is filed and the student graded accordingly. Any serious de-

fect is acted upon immediately. One noteworthy feature of this training is the fact that the student's work at the hospital approximates as closely as possible working conditions. Work begins punctually at nine and continues through until four o'clock each day, Saturdays excepted. Students are required to wear white professional uniforms, and to remain in every sense under the hospital authorities. Their contact with the school during this time is maintained by required attendance at assemblies; while from the point of view of the administration, constant check is maintained by the course supervisor.

Experience has shown that many advantages are to be derived from this second period of training. While the first period acted for the student as an introduction to hospital life and gave her a chance to apply her knowledge practically in one branch of the hospital, the second period of internship acquaints her with all phases of the work. From the status of a mere apprentice, she now acquires a certain amount of assurance, professional skill, and, under the pressure of actual working conditions, speed in the execution of her varied duties. Finally, this four-month period of internship has been found to be academically valuable in that it gives the student first-hand experience with clinically abnormal cases studied in the classroom. To the young impressionable student, this discovery of abstract textbook data in real life gives a sense of achievement, a fixation of the theoretic knowledge that no amount of classroom drilling could hope to attain.

It may interest readers to see how this program is worked out in actual class hours.

<i>First Year</i>	<i>Hours Weekly</i>	<i>Credits</i>
English Composition .....	6	6
Christian Doctrine .....	4	4
Shorthand .....	16	16
Typewriting .....	10	4
Medical Science .....	12	8
Physical Education .....	4	0
<i>Second Year</i>		
<i>First Semester</i>		
Shakespeare .....	3	3
The New Testament .....	2	2
Office Practice .....	3	3
Bacteriology .....	2	2
Chemistry .....	7	5
Speech .....	2	2
Physical Education .....	2	0
<i>Second Semester</i>		
Training at Providence Hospital ..	32	16

It is evident from the foregoing program that the student's cultural and religious background is not altogether neglected. Attempts have been made at various times to increase this element of the course even to the extent of adding a third year to the student's curriculum. This, however, proved unsatisfactory, because experience has shown that the student taking this type of course is interested in being employed as quickly as possible.

One important point regarding this course is the question of entrance requirements. Because of the serious

nature of the work, the delicacy of the instruments which the student handles, and the extensive knowledge she is required to master, entrance requirements must be unusually high and exacting. It has been our policy not to admit anyone who is not in the upper half of her high school class. This fact automatically limits the number of available students. A further point of limitation is the nature of the individual laboratory training which must be given students in this course. As far as we have discovered, no mass production method has been devised for the teaching of venipunctures, hemograms, colorimetric readings, etc. We are convinced that in work of this type five students are all that can be conveniently handled by one instructor in one laboratory period. Though this necessarily limits the number of students and from the standpoint of college administrators may make it an "expensive" course, the results achieved and the great need answered by this type of training more than justify the outlay, and its inclusion in a junior college curriculum. Proof of this statement is generously attested to by the fact that we have had 100 per cent placement of medical secretarial graduates.

# Satisfaction of Needs in Adult Education

LAWRENCE L. BETHEL

**A**DULT EDUCATION in this country has a long and significant history. We have only to look back through the records of the schools and colleges of our urban communities, the technical institutes in industrial areas, our agricultural colleges and state universities, and especially our junior colleges serving local communities, to realize the contribution which has been made through service to adults. And, as we look at the rather confused picture of the responsibilities of adult education in the years immediately ahead, we naturally seek to grasp from experience a few principles that will form a working structure.

At the risk of over-simplification, I propose a single guiding principle from which, in my opinion, all others stem: *Satisfaction of needs in adult education must start with the satisfaction of wants.* There is no intention to imply that there is anything new about starting with what people want—a good speaker knows that he must start with what his audience wants to hear. By starting with what is wanted, he opens their minds, removes their suspicions, and becomes “one of the boys.”

And similarly, we have known in education from the teachings of educational philosophers and psychologists that learning, to be effective, must be wanted. But in adult education, wants

become especially significant because of their scope and variation. We are working with students who by age are 18–80, by formal education are the illiterate on the one hand and those with advanced professional degrees on the other. Furthermore, it is possible that these extremes may meet, for example, in the same art class. And conversely, for those adults of a single vocation and a common level of previous education, local company situations, variations in experience, and other variables may operate to throw them far apart in their wants and possibly in their needs. These facts cause us to realize that the common patterns in the regular programs of our schools and colleges are the epitome of definiteness and simplicity compared with our adult programs planned to serve the maze of wants and needs of any particular adult group.

Before going further with this discussion, I would like to acknowledge at least two very easy ways to build a program of adult education. The first—simply sit down to your desk and take out any good college catalogue or high school curriculum and list the subjects by title and brief description. Publish the list on handbills and posters, in newspapers, and through every other means available. Then sit back and wait. If ten people register in any one subject, you round up an instructor and start the course. According to the records, that is the way many of our adult education programs were built long, long ago. Of course, none of us ever use that procedure today.

Then there is a second very easy

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way. We decide what we would *like* to do. We think it would be nice if everyone knew something about first aid. And then again, people should know good literature. So, we announce in a very dignified manner that those people who are able to meet the prerequisites, pay a high tuition, and wait their turn, may have the privilege of registering in a course in first aid or a course in the study of the classics. And, strangely enough, if this is done with the very simplest of finesse and dignity, a waiting list develops.

But then it seems that some of us are just foolish enough to always work the hard way. We want to find out what people really need. And so we make a survey. We go to the town fathers and ask them what they think the community needs in the way of adult education. We call on the minister, the editor of the newspaper, the heads of the industries, the head of the farm bureau, and others who are in a position to know what really is best for the community. Many examples can be cited where this method has proved effective; but other examples have been most notable for the absence of registration in the courses which resulted.

There are now many people in positions of leadership in adult education who have found that one very important element in the survey of needs is to consult the people who have the needs. Spencer Miller, credited as one of the founders of workers' education in this country, stated this principle a year ago when he was invited to New Haven to confer with a committee working on the development of a program of adult education. Mr. Miller said, in essence, "No matter what you think people need, to be successful in

serving them you must start with what the *people* think they need." He continued, "You are now dealing with adults; they are beyond the compulsory education age; they no longer can be compelled to mark time in a classroom of an enervated instructor of stereotyped subject matter."

To elaborate Mr. Miller's statement of principle, if an institution expects opportunity to serve in adult education, it cannot expect to enjoy the privilege expressed by President Hutchins of the University of Chicago in his annual report of 1944 when he said:

... They (returning servicemen) will seek college degrees because they believe these degrees will help them to get ahead, and they will seek them in those fields in which they have become convinced the future lies, that is, in those which have immediate vocational applications. . . . What the country needs is a good liberal education, and then it needs to have everybody have it. . . . It has been the aim of the College of the University of Chicago to work out the kind of liberal education that everybody ought to have. The curriculum is largely prescribed. The University does not intend to relax the requirements for its degrees in behalf of returning veterans.

Contrast this with a statement by Dr. Ellis Maxcy, formerly president of a junior college and now assistant to the vice-president in charge of personnel of a large company:<sup>1</sup>

Most adults are interested initially in learning for the purpose of achieving personal prestige and greater job security and advancement. This basic interest has to be tapped and be related to the material to be learned before most adults can be stirred out of their relative mental lethargy. One of the objectives of any learning program should be to widen the scope of thought of an adult so that additional learning experiences will prove easier. Once learning has been demonstrated to be an interesting and helpful process, further learning opportunities will appear most attractive.

<sup>1</sup> Ellis Maxcy, "How People Learn." *Personnel*, Vol. XIX, No. 6, AMA, pp. 10-11.



How, then, can we study the needs and wants of adult groups? At the College of the City of New York they distribute questionnaires by the thousands to the adult community. These give them hunches for further study and consideration in attempting to build a functional adult program. In New Haven we work principally with industrial groups. So we use two contacts, the employer and the employee—and they are both students in adult classes. To illustrate, supervisory training is alone a rather vague, general term; supervisory training for men of Chance Vought Aircraft gets more specific; and training for engineering supervisors at Chance Vought brings even greater focus. But who really knows what engineering supervisors at Chance Vought need? The employer will have some ideas on what he thinks the supervisor needs, but since the engineering supervisor himself is the subject in question, why shouldn't we study him? We conduct individual interviews with representatives of these supervisors to obtain information regarding problems, ambitions, interests, and background. We meet with committees of these supervisors. We meet these committees in follow-up sessions while instruction is going on. Much information can be obtained from other sources, but the best check on a man's wants is to ask *him*, and not his minister, his employer, or his next-door neighbor. These people are not children.

Recognizing that a knowledge of specific needs must grow out of local study and planning, can we predict some needs to look for in postwar investigations?

Basic to any agreement on the probability of needs of adults is an understanding on the assumption that edu-

cation is a continuous, never-ending process. Springing from this concept, then, we may say that, in general, adults need: (1) Vocational competence, (2) social consciousness, (3) competence in group activity.

### *Vocational Competence*

A survey of industrial plants in southern California in 1944 reported that only 3 per cent of the women currently employed in war plants were factory workers prior to the war. Yet 40 per cent of all women workers want to continue after the war. What can adult education do for these women in their attempts to adjust in vocational competence to the postwar needs of industry? Only 15 per cent of all males covered in this survey were employed in factory work before the war. Yet two-thirds of all men want to continue in factory work after the war. But this next figure is probably the most significant for adult education—more than 50 per cent of all male workers surveyed want to do a different type of factory work after the war—supervisory jobs, skilled jobs, jobs with greater security but requiring greater breadth of educational background.

If anything has been learned from this war for the improvement of adult education, it has certainly been a recognition of the need for continued improvement in vocational competence throughout the years of vocational activity. To be sure, the war accelerated the need for improvement in vocational competence. The introduction of new materials brought the industrial chemist back to college for courses in plastics, chemistry of synthetics, and others. Drive for increased volume of production stimulated engineers in classroom study of improved methods. In-

creased emphasis on in-plant training created new positions for training directors, who in turn found it necessary to obtain through classroom instruction additional education on the principles of learning. Executives of industry came to the colleges for seminars in management-labor relations. The Harvard Graduate School of Business organized a special full-time program for men over 35 who were leaving law offices, teaching positions, and production jobs to take over responsibilities in production management. We may well expect that, in the postwar conversion and through the continued advancement of technology, adult education must play a very significant role.

Yet there are apparently some people who do not like to clutter up the concept of adult education with what they term "belated" education. Alvin Johnson, writing in the *New York Times* in September 1944, made the following statement: "To be comprehensive (in outlining the scope of adult education) we should add the classes in the public schools for illiterates and non-English-speaking immigrants and college and university extension. But these are primarily enterprises in belated education rather than adult education." The inclusion of Mr. Johnson's belated education in the general scope of adult education accepts as fundamental the assumption that education is never-ending. In fact, many educational leaders are now proposing that much of the subject matter which we have taught in the past in our high schools and our undergraduate colleges should be delayed until such time as it can be functional to the life of the individual. If this concept of functionalism is accepted, the vocational education of the college

and university extension which Mr. Johnson calls belated education may only be finding its functional place in the lives of the people.

### *Social Consciousness*

Turning briefly to the second general need cited, social consciousness, it seems fair to say that leaders of adult education have pioneered in their recognition of this need. It is only recently that engineering colleges have announced the expansion of their programs to include greater breadth of social and economic understandings and appreciations among their students. Some are announcing the extension of their programs to five years instead of four in order that this breadth may be attained. Some junior colleges are expanding from two to three or four years for the same reason. When we think of the welfare of the people of this country as a group, as members of a world group, we realize that all people, students and adults, through education must acquire new concepts in social and economic responsibilities of our times. The social and cultural climate of our industrial civilization is continually changing. All of us have observed many changes of significance developed in the last 15 years. Consider the conditions under which people work. In 1854 a well known Boston drug firm published the following statement of working conditions for its employees:

The store will be opened promptly at 6 a.m. and remain open until 9 p.m. the year 'round. The store must not be opened on the Sabbath day unless absolutely necessary and then only for a few minutes.

Any employee who is in the habit of smoking Spanish cigars, getting shaved at a barber shop, going to dances and other places of amusement, will most surely give his employer reason to suspect his integrity and all 'round honesty.

Each employee must attend Sunday School every Sunday. Men employees are given one evening a week for courting purposes, and two if they go to prayer meeting regularly. After 14 hours of work in the store, the remaining leisure time must be spent in reading good literature.

### *Competence in Group Activity*

We have spoken of the responsibilities of leaders in adult education for finding out what adults want in education. This calls not only for the circulation of a questionnaire, but also, as a thorough and honest democratic framework, for community planning and discussion. One of the significant phases of the working conference on postwar adult education conducted in New York City in May 1944 was the consideration of community organization for adult education. Increased lay participation in community council activities was urged not only because it was the democratic way to build a community organization but also because "participation in the planning process was in and of itself an educational process."<sup>2</sup> These planning activities develop competence in individuals in working together, the third point on our list of needs, and a quality essential to social and economic progress. A striking example of local and regional planning is described in the October issue of the *Educational Record* under the heading, "Translating Resources Materials of the Arkansas Valley Area," and should be noted by leaders in adult education for its thoroughness of approach.

### *What Do Adults Want?*

Here it is impossible to be specific except in each local community and with groups within the community,

and at the same time it is exceedingly dangerous to generalize. However, I propose five points of generalization for consideration.

1. *Subject matter must be functional to the lives of the people.* This is not peculiar to adults, but only amplified. We usually think of functional subject matter as being vocational. Yet it need not be limited to such. It should be possible to make the study of good literature functional in the lives of people. Yet, the man who is working 60 or 70 hours a week in a factory or office may find avocational pursuits that take him out-of-doors more functional to his own needs. A good program of adult education will recognize these variations in the lives of people. Yet too often we fail to recognize that functional relationships do not automatically develop in the minds of students—children or adults. A recognition of relationships must be developed and nurtured if interest and effort on the part of the student is to be obtained. In many instances this is bringing about a fusion of the general and the vocational in the belief that each will gain through their interrelationships.

2. *Adult education must be varied in method of instruction.* In general, the techniques of adult education are similar to the accepted techniques of schools and colleges. There is, however, this significant difference: Special effort must be directed toward the retention of interest on the part of the learner. The student of adult education is usually carrying a full-time job. He is not only weary, but the problems of the day may still be with him. He expects that instruction will be well organized for the greatest possible utilization of time. Without knowing it, he reacts more favorably to fre-

<sup>2</sup> *Adult Education Journal*, July 1944, p. 85.

quent variation in methods of presentation.<sup>3</sup>

3. *Adult education must be designed for the level of intellectual, social, and physical maturity of the adult.* The college professor accustomed to teaching youth of the rah-rah stage is startled and in time intrigued with the people of the adult classroom, who are different, people who are hardened by service in the armed forces or on the production front or in the home, people who are sincere and actually impatient to throw off many of the trivialities to get ahead with the job to be done. The experience of these people is rich with opportunity for the alert instructor. From it he can develop case material which brings the desired element of realism into the learning process. Having utilized the experiences of individuals, specialized interests can be tapped and utilized for the promotion of further learning.

4. *Adult education must be flexible in terms of individual needs, which vary in terms of aptitude, ability, and previous achievement.* As a general rule, the adult is intolerant of mass education procedures. He expects, and rightfully so, that the institution will be willing to take him where he is in his development and analyze his strengths and his weaknesses and provide the best possible opportunity for his educational advancement. Recommendations by a committee of the American Council on Education relative to the determination of advanced standing for returning veterans is significant for its recognition of the individual. In essence, this recommendation proposes that an institution should evaluate the individual rather

than the courses or experiences to which he may have been exposed. This recommendation is applicable to all adult education.

5. *Adult education should provide opportunity for the individual to build a systematic and coordinated program of education.* One of the principal weaknesses of the various short-term war training programs has been that they were mere expediciencies and lacked, perhaps of necessity, any plan of coordination with the past and future educational attainments and goals of the individual. Insofar as possible, each adult should be discouraged from accepting a haphazard patchwork of educational activity that, in the end, will lead to nowhere.

By way of illustration, a man in his early thirties walked into my office not long ago, seeking advice regarding educational opportunity. He had just been transferred from his job as an accountant in a company of a thousand employees to the position of personnel manager, for which he was unqualified in every respect except that he was considered a good fellow and possessed aptitudes for learning. The company had just been organized by an international union. In consideration of these facts, we would all recognize that this man had an immediate problem of attaining as quickly as possible a knowledge of labor laws and accepted techniques in labor relations. But he had a long-term problem of building a foundation for his further development in industrial relations. We agreed that the long-term problem should be attacked at once, lest he grow into the habit of living a life of expediency. Therefore, a program which would attack both the immediate and the long-term problems was planned.

<sup>3</sup> The reader is again referred to the article by Ellis C. Maxcy, appearing in *Personnel*, Vol. XIX, No. 6.



### Administrative Organization

From the above five points, we see that adult education is much the same in subject matter as other education but quite different in organizational operation. Because of this difference, there is a trend toward separate administration and separate faculty. Although where this change is being made there are many reasons peculiar to the particular institution, there are three factors which are worthy of special attention:

(1) The principles of adult education referred to earlier in this statement call for community planning in program development. Community operation is facilitated if the adult program is given freedom to establish its own purposes in terms of the needs of the adult community. It is chiefly for this reason that in New Haven the facilities of Yale University are made available for adult education without charge to the community. Yale, shortly after World War I, recognized that adult education was a specialization within itself, requiring special planning and special administration. Therefore, it invited the organization of a separate corporation, degree-granting in its own right under the laws of Connecticut, a corporation now known as the New Haven YMCA Junior College.

(2) A program of adult education requires an unusual amount of flexibility. Mrs. Coy writes in the *Junior College Journal*, February 1944, "If the Japanese had dropped a bomb into the San Bernardino Valley, the prewar picture could not have been more greatly changed than it has been by the advent of wartime projects." Mrs. Coy goes on to explain that in contrast, the regular program of the San

Bernardino Valley Junior College made a shift in emphasis in wartime but with no striking change. This wartime change at San Bernardino is the kind of flexibility that is required of adult education. This flexibility to change is often difficult to procure when the administration of the college is removed from the needs of the adult community.

(3) Adult education is more successful when faculty are selected specifically for their proficiency in the teaching of adults. The College of the City of New York several years ago appointed 17 full-time members of the faculty of the evening college. They expect ultimately to so equip the evening faculty that it will not be imperative to call upon the daytime faculty. Drexel Institute of Technology in Philadelphia has adopted a somewhat similar policy. It is perhaps sufficient if the policy provides freedom to the administration of the adult education program to select its own faculty and free itself of mere hand-me-downs of daytime faculty. In fact, the adult program which is prohibited from the use of members of the regular faculty of the institution may be seriously handicapped, as in the case of Columbia University where there is a regulation prohibiting instructors on the undergraduate faculty to teach an adult class on campus. A good adult education faculty might well include specially selected representatives of the regular faculty of the institution, representatives from industry, and at least a small group of people that would devote their full time to the work of the adult program and would be able to provide the necessary continuity and leadership required.

This separation of organization and operation does not exclude the neces-



sity for integration of the adult education program with the regular programs of the institution. Experiences in some institutions have shown that separate organizations for the adult and regular programs facilitate rather than hinder integration. Through its autonomy of organization the adult program may find greater opportunity for recognition and for cooperation with the parent institution.

#### *Advantages of Junior Colleges*

The junior college possesses many characteristics which make it particularly adaptable to the work of adult education. One characteristic is that it is in most instances a community college, using the word community to mean the geographical community, which may extend over a 25- to 50-mile radius from the institution. The community college establishes its purposes in terms of the need of its community. Already we have seen the

tremendous growth in adult education in these community colleges. With the return of veterans and war workers to their local communities, adult programs in junior colleges should soar to unprecedented levels.

A second characteristic of the junior college is its flexibility—an essential characteristic for a successful program of adult education. A dean of a school of engineering in a large university once said, "I envy the junior college in that it has no tradition to live up to."

The junior college is the people's college, a perfect setting for adult education. I venture the prediction that in the surge of adult interest of the next few years, if we will all seek to study adult needs and adult wants, many more of us may make the famed statement with Modesto Junior College, "We are serving annually one-third of the adult population of our community."

## Stockton's Junior-Senior College Partnership

KATHLEEN LARSEN SEAGRAVES

WHEN DWAYNE ORTON used to describe Stockton Junior College, California, as "unique" among junior colleges, he always explained very carefully that he didn't mean "one-horse," as the derivation of the word from the Greek might imply. Instead, he meant that we are like nothing else, unparalleled, without equal, unusual among public junior colleges. Our college still is unique, for this year it is celebrating its tenth year as a public junior college in educational co-partnership with an entirely separate organization, the College of the Pacific.

The College of the Pacific has been known for nearly a century as a conservative, private liberal arts college of denominational background. When the Stockton Board of Education, recognizing the need for a public junior college in the community, first suggested that a mutual arrangement for the housing of the junior college on the campus of the College of the Pacific might be worked out, people were incredulous. It hardly seemed likely that two so different institutions could live together under one roof.

It was in 1935 that the Stockton Board of Education rented the facilities of the College of the Pacific and the College of the Pacific gave up its lower division work. Today, ten years later, we are still sharing the same classrooms, the same dormitories, the same

athletic fields, and in some cases the same instructors. Our students belong to the same student body organization, participate in the same theatricals, eat in the same central dining room, and cheer for the same football team. The arrangement, in addition to proving harmonious, has provided specific advantages. The College of the Pacific had pioneered a strong program of General Education in its lower division. Many faculty members of the College of the Pacific were employed by the new organization. The dean of the lower division, Mr. Orton, became principal of the junior college. Under his leadership, a competent and progressive staff developed a program of education centered on the student rather than on the subject.

From the student viewpoint, the arrangement has been an attractive one. The fine reputation of the College of the Pacific in the fields of speech, theatre, music, and religion has attracted students from other states and from other countries. The "grand old man" of football, Amos Alonzo Stagg, is head coach. Sororities, fraternities, dormitories, and chapel services on campus are open to our students. A Student Christian Association, to which all students are eligible, provides a center for social activities and group discussions, coordinated by an experienced, specially trained, full-time leader. The first two years are without tuition, and three additional years of college work, in which the A.B. and the M.A. degrees may be earned, are available at the same campus, thus giving greater continuity to many aspects of student life.

The development and growth of the

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KATHLEEN LARSEN SEAGRAVES is the vocational counselor and director of placement at Stockton Junior College, California. She has also served as secretary-treasurer of the Northern California Junior College Association since 1942. Miss Seagraves holds the A.B. and M.A. degrees from the University of California at Berkeley.

Stockton Junior College has been significantly indicated by a steadily increasing enrollment and by its demonstrated ability to adapt its program to the changing needs after the United States entered the war in 1941. For a year preceding the war, the Junior College, in cooperation with the Civil Aeronautics Administration, had been offering special courses for those interested in aviation. A small private air field one mile from campus made pilot training feasible. When Army regulations in 1942 prohibited civilian flying in the coastal area, the pilot training program in the Junior College was moved to Nevada. There, in Carson City and Minden, Stockton Junior College trained about one thousand pilots.

The aviation program, administered by our new principal, Dr. A. T. Bawden, was complemented by radio service training offered in Stockton for the Army Signal Corps. In July of 1943, a contract with the College of the Pacific enabled the Junior College to offer lower division courses to the College of the Pacific Navy V-12 men.

Now the Stockton Junior College is anticipating another significant change. Last year the Stockton Board of Education adopted the K-6-4-4 plan of education, and purchased a 43-acre site of land adjacent to the College of the Pacific campus. The junior and senior classes of high school will be brought under the administration of the Junior College. Architects are working on the preparation of plans for the new buildings, which will be so close to the original campus that many of the advantages discovered in the present junior-senior college combination will be inherent. The faculties of the junior college and the high school, under the direction of Dr. Bawden, are through intensive study preparing the program of phi-

losophy, objectives, and policies for expansion in the future.

Under this new plan there will be increased emphasis upon the counseling program. More time will be given to counselors and more occasions for contact with counselors will be provided. The counselor will be responsible for the vocational, personal, and social development of the student, and will be assisted by specialists in vocational testing, corrective English, corrective arithmetic, health, occupational placement, and psychiatric problems. A new special program will make it possible for every student to acquire some practical experience as an employee before being graduated from the Junior College. A greater number of terminal courses will be offered for those who wish to complete their education some time previous to the end of the fourteenth school year. The Adult Education Department will be a part of this new community college, the salient purpose of which will be to provide the education needed by people in this community.

Two particular phases of our experience may be of interest to other colleges. For one thing, it has been an interesting adjustment of a private college of religious origin to the steadily growing junior college movement. In the second place, the need of the public junior colleges for some religious aspects in student life has been met legally and effectively.

Unique? Perhaps dynamic is a better word to describe Stockton Junior College. Those of us who work here feel that, unique or dynamic or both, the experiment has offered excellent proof that it is possible to combine a public college with a private college and work together to further education in a community.

## Worth Reading Again

In continuation of the selected list of articles in certain important fields which have been published in the *Junior College Journal* in the past fifteen years, there are listed below a selection of those in the fields of English, Journalism, and Health.

### English

- "English for Semi-Professional Students," O. D. Richardson, II:30-37 (Oct. 1931).
- "English in the Junior College," O. W. Coan, III:94-96 (Nov. 1932).
- "Remedial Reading for Junior College Students," H. D. Behrens, III:146-49 (Dec. 1932).
- "English in the Junior College," Alice R. Cook, III:313-18 (March 1933).
- "Remedial Reading in the Junior College," H. T. Tyler, IV:28-31 (Oct. 1933).
- "Motivating Rhetoric in the Junior College," F. L. McDonald, IV:188-204 (Jan. 1934).
- "Conformity in the Teaching of English," Zaidee E. Green, V:85-88 (Nov. 1934).
- "What Do English Instructors Teach?" W. McK. Stensaas, V:296-98 (March 1935).
- "Playwriting by Students at Christian College," Mary P. Keeley, V:352-54 (April 1935).
- "Junior College Comprehensive Reading," T. S. Warburton, VI:297-98 (March 1936).
- "Composition in Chicago Junior Colleges," Catherine Himes, VII:86-89 (Nov. 1936).
- "The English Novel in Junior Colleges," Aline Ward, VII:190-93 (Jan. 1937).
- "The Evolution of a Course in Freshman English," Ellene Ransom, VIII:245-49 (Feb. 1938).
- "Freshman Composition in the Junior College," Aline Ward, VIII:313-16 (March 1938).
- "An Inductive Approach to Fiction," M. T. Garrette, IX:31-34 (Oct. 1938).
- "English Composition Destined to Change," Gail M. Inlow, IX:72-74 (Nov. 1938).
- "Laying the Poetry Ghost," Jean Bailey, IX:75-79 (Nov. 1938).
- "Adventures in World Literature," John Pirhalla, Jr., IX:247-50 (Feb. 1939).
- "A Reading Program for Freshman," K. J. Brough, X:16-20 (Sept. 1939).
- "English Composition in a Junior College," O. W. Robinson, X:32-33 (Sept. 1939).

- "English Courses for the Terminal Student," Helen M. Stone, X:85-88 (Oct. 1939).
- "English Literature in Junior Colleges," Marcella Gosch, X:194-99 (Dec. 1939).
- "Can Propaganda Analysis be Taught?" G. C. Booth, X:310-12 (Feb. 1940).
- "Creative Writing at Wentworth," John Pirhalla, Jr., X:390-93 (March 1940).
- "English For The Amiable," Margaret H. Levinson, X:445-49 (April 1940).
- "Junior College Workshop in English," Sister M. Alphonse McCabe, XI:26-29 (Sept. 1940).
- "Remedial Reading Programs," J. E. Zerga, XI:194-95 (Dec. 1940).
- "Remedial Reading for Freshmen," P. M. Larson, XI:250-52 (Jan. 1941).
- "Making English Composition More Vital," Joe Resnick, XII:218-19 (Dec. 1941).
- "Advanced Writing at Wright," M. F. Maloney, XII:251-53 (Jan. 1942).
- "Masterpieces Course for a Terminal Curriculum," Mabel A. Buckner, XII:511-13 (May 1942).
- "A Democratic Procedure in Teaching English," F. M. Manning, XIII:153-56 (Nov. 1942).

### Journalism

- "Shall Journalism Be Taught in Junior College?" L. R. Campbell, III:377-80 (April 1933).
- "Better Journalism Instructors," L. R. Campbell, VIII:360-62 (April 1938).
- "Cultural Possibilities in Journalism," W. L. Hodges, IX:122-26 (Dec. 1938).
- "Journalism in the Junior College," R. A. McCormac, XI:260-62 (Jan. 1941).

### Health

- "Physical Education in Junior Colleges," G. H. Vande Bogart, I:262-68 (Feb. 1931).
- "Physical Education for Women," Elizabeth J. Jensen, II:95-100 (Nov. 1931).
- "Physical Education in California," K. D. Miller, IX:186-208 (Jan. 1939).
- "Athletics in the Junior College," Spencer Myers, IX:488-93 (May 1939).
- "Athletics in Junior College," Spencer Myers, X:551-61 (May 1940).
- "Health Programs in California Junior Colleges," C. E. Shepard, XI:65-71 (Oct. 1940).
- "Dancing Can Be Patriotic," H. H. Harbison, Jr., XII:459-61 (April 1942).
- "Health Program for a Junior College," Viola G. Pfrommer, XIII:234-44 (Jan. 1943).



## Reports and Discussion

### TEXAS CONFERENCE

Some 35 junior college representatives, consisting of administrators and vocational directors from 25 junior colleges in Texas, met at the University of Texas October 10-11 to study technical institute courses as needed in Texas junior colleges.

At this meeting Dean E. L. Harvin of Corpus Christi Junior College reported on the "Blueprint for the Future" of the American Association of Junior Colleges as adopted by the representatives of the Association who met in Chicago last July. Members present at the conference elected President Ernest C. Shearer of Amarillo College to represent the Texas junior colleges on the committee of the American Association of Junior Colleges to study technical institute courses and to advise with the Engineers Council for Professional Development.

Conference members also elected a temporary committee to study a procedure for the approval of vocational and technical institute courses in the junior colleges in Texas and bring its recommendations before the Texas Junior College Association at its next meeting. The following are the members of the committee: B. E. Masters, Kilgore College (chairman); James B. Boren, Hardin College; O. B. Archer, Lamar College. The committee is to work on a plan for coordination of technical institute curricula so there will be no unnecessary overlapping of courses among the Texas junior colleges.

A check of 22 of the colleges represented at the conference revealed that their present enrollment includes 441

veterans, of whom 382 are enrolled under the G. I. Bill or the Vocational Rehabilitation Bill and 52 are not under either bill but are paying their own expenses. These 22 junior colleges checked showed approximately a 26 per cent increase in enrollment over last year at this same time.

C. C. COLVERT, *Chairman*

### ILLINOIS ASSOCIATION

The Illinois Association of Junior Colleges met at Chicago, September 29, 1945, with representatives of ten Illinois junior colleges and one Indiana junior college present. Dean Albert Fertsch of Gary Junior College, Indiana, was elected president of the Association, to fill the vacancy left by the resignation of President Louis D. Atkins of Centralia Junior College.

Mr. Leland L. Medsker was asked to inform the group concerning the plans for reorganization of the executive office of the American Association of Junior Colleges. This resulted in some discussion concerning dues paid to the Association and the future development of the junior college movement through strengthening of the divisional groups.

Dean Albert G. Dodd outlined the work of the North Central Council of Junior Colleges and urged the members to attend the meeting of the Council at Kansas City, October 25 and 26. On motion Dean Fertsch was designated to be a representative of the Illinois Association at that meeting.

The Secretary reported on the work which had been done to bring about legislation in Illinois recognizing the position of the junior college and also

read correspondence in the interest of the Association during the past six months.

The junior colleges reported on enrollment this fall as compared with last fall, which showed a healthy growth. They reported also on the number of GI's attending and the number taking advantage of the GI Bill of Rights. These numbers were small.

It was decided to hold the fall conference of the Association on November 17 at Lyons Township Junior College, with faculty members and students invited to attend.

WALTER S. POPE, *Secretary*

### UTAH CONFERENCE

The Junior College and Lower Divisions Section of the Utah Conference on Higher Education which was held at the Utah State Agricultural College September 13-15 held three section meetings for consideration of the following subjects: College vocational education; student personnel problems; and college general education, with the Harvard report, *General Education in a Free Society*, as a basis of discussion. President Henry A. Dixon, of Weber College, served as chairman. The following report is condensed from a fuller summary of the meeting prepared by Dr. Dixon.

The discussion on college vocational education centered around the possibility of Federal legislation resulting from a sharply increased demand for college terminal vocational education. A ninety-fold increase in enrollment in high school since 1870, the thirty-fold increase in college, the demand from industry, business and the semiprofessions for employees with more maturity and broader training than that possessed by the high school graduate, the

success of the Engineering, Science, and Management War Training Program, and the increase in junior college terminal curricula from 200 in 1914 to more than 2000 at the present time, were discussed as representing some of the factors behind a national movement for the liberalization and support of vocational education. Just as the first great movement in this field culminated in the Morrill Act of 1862, the second in the Smith-Hughes Act of 1917, so the third revolutionary movement may culminate in Federal legislation.

It was reported at the meeting that the college people are requesting the American Vocational Association to delete the phrase "less than college grade" from Senate Bill 619 in order to permit Federal aid for college vocational education. It was reported further that if this phrase is not deleted, the National University Extension Association and the American Association of Junior Colleges may present to Congress a bill similar to S. 619 which will include Federal aid for college vocational education.

A "Tentative Proposal for Public School Vocational Program for Utah" was presented by E. Allen Bateman, state superintendent of public instruction. This plan was briefly summarized as follows:

1. It shows that in Utah there are, according to the 1940 census, 18.7 per cent farmers, 9.3 per cent professional and semiprofessional people, 28.4 per cent craftsmen, 18.3 per cent clerical workers, 10 per cent proprietors and managers, and 15.3 per cent laborers and service people.
2. That workers in most occupations need specific training, much of which can be group instruction in school.
3. That one-third of the full-time veteran students and two-thirds of the part-time veteran students desire to take vocational courses. This would mean for Utah 1500 full-time and 7000 part-time students.

4. That the person should receive vocational training immediately preceding the time it is necessary or advisable for the person to enter the occupation.

5. That specialized vocational training should be given after high school graduation with the exception of special cases described in the report.

6. That year round training on an evening or extended school basis should be advisable for workers who desire it.

7. That training should be given as near the residence of the person being trained as possible.

8. That as much general education as practicable should precede and/or parallel specific vocational training.

9. Training not practicable with the high schools should be offered in special vocational schools. (These schools where possible should offer general as well as occupational college courses.)

In the discussion on college general education it was concluded that an institution can rise no higher than its instructors, that we need teachers with broader training, greater vision and greater dedication to the professions, all of which means a greater public investment in higher education.

Both of the section meetings emphasized the fact that vocational and general education are only phases of a balanced education, not separate educations in competition and opposition to each other.

#### "BLUEPRINT" DISCUSSED

Representatives of junior colleges in Maryland, West Virginia, Virginia, and the District of Columbia met at Chevy Chase Junior College, October 20, for consideration of the actions taken at the Chicago summer conference of the national Association. This was one of the first regional meetings to be held in accordance with the plan to have local group discussions all over the country of the various problems handled at the Chicago conference, with someone who had been there bringing back first-hand information.

Dr. Theodore H. Wilson from the Junior College of the University of Baltimore presided. The report of the Executive Committee, "Blueprint for the Future," was read and used as the basis for a detailed group discussion, which resulted in the formulation of the following statement expressing the consensus of the meeting:

1. We want a strong national organization in Washington with a full-time Executive Secretary, and if the editorial work is done away from national headquarters, it should be under the supervision of the national office with policies formulated by the Executive Committee and executed by its executive officer, the Executive Secretary.

2. We favor research projects, initiated by the various committees of the American Association of Junior Colleges, the results to appear through the pages of the *Junior College Journal*.

FRANCES E. ROOT  
Secretary

#### OVERSEAS INSTRUCTORS

Former junior college faculty members serving on the staff of the Army University Study Center at Florence, Italy, include:

Arthur W. Bartholomew, Capt. A.A.F. (physical education), assistant coach, Santa Ana Junior College, California, 1939-41.

Donald F. Blunt, S/Sgt. Inf. (social science), instructor, Frances Shimer Junior College, Illinois, 1939-42.

Jean H. Hagstrum, T/5 AGD (English), instructor, North Park College, Illinois, 1934-38.

William G. Hope, Cpl. A.A.F. (languages), instructor, Middle Georgia College, 1940-41, and head of department of languages and dean of men, Georgia Military College, 1941-42.

Stuart W. Mathes, Sgt. Inf. (economics), instructor, Post Junior College, Connecticut, 1941-42.

Elias H. Philips, M/Sgt. NMB. (English), instructor, Hershey Junior College, Pennsylvania, 1938-42.

Horace W. Raper, Capt. Inf. (social science), instructor and dean of men, Brevard College, North Carolina, 1941.

Lloyd E. Tripp, T/4, T. C. (business administration), instructor, Vermont Junior College, 1940-42.

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## Junior College World

President Dorothy M. Bell, Bradford Junior College, *Editor*

### STUDY CENTER FOR VETERANS

McCook Junior College, Nebraska, has developed a new "tailor made" service for the returning veteran. It is known as the Resident Supervised Study Center and students may enroll any time, thereby enabling veterans to reassume their educational programs immediately upon return to civilian life.

High school graduates and students who have had some college work may enroll at the Center in the home study courses of the University of Nebraska and other standardized home study courses. Full university credit will be granted for these courses.

High school courses offered at the Center are based on standard supervised high school correspondence courses also offered by the University of Nebraska. High school principals may indicate to the director of the Center the specific requirements which must be met to qualify an individual for a diploma. Upon completion of these requirements the work will be certified back to the original high school and the principal of that school will recommend to his school board the granting of the diploma.

The Center operates five afternoons a week. The fees for work in the Supervised Study Center include the regular college fees plus the cost of the supervised courses.

### EDUCATIONAL TRENDS

Centenary Junior College, New Jersey, reports that the trend in education there is decidedly toward the so-called "general education" courses so strongly recommended in recent surveys at Har-

vard and Yale. These surveys suggest that colleges should aim to give students an all-round understanding of their world as well as ability and skill in certain specific fields of activity. Students at Centenary show a strong preference for psychology, English, speech, religion, the social sciences, and other liberal arts courses. Enrollment in the two religion courses, "comparative religion" and "New Testament," has increased 100 per cent.

### REOPENINGS

The Iowa State Department of Public Instruction has announced the reopening of three public junior colleges closed during the war: Bloomfield, Eagle Grove, and Centerville.

The Junior College of Commerce, Connecticut, reopened November 1. Dr. Nils G. Sahlin, former professor at Yale and Russell Sage College, is the new dean. Bethel Woman's College in Kentucky, and Blackstone College, Virginia, also reopened this fall.

The Vancouver, Washington, school board voted to petition the state board of education to reopen Clark Junior College, which has been closed during the war.

Another school scheduled for reopening is Emory Junior College at Valdosta, Georgia, closed in 1942 because of curtailed enrollment.

### WISCONSIN CONSIDERS SUBSIDIES

Gov. Walter S. Goodland of Wisconsin told the state legislature in September that it may soon be necessary to authorize state subsidies for regional junior colleges. For the past few years



there has been talk of a movement to establish such junior colleges in Wisconsin to supplement the services of the state university, which is now the only state institution of higher liberal arts learning. The governor's statement has lent authority to these informal discussions.

#### PLACEMENT 100 PER CENT

The terminal offerings at Lees-McRae College, North Carolina, include curricula in medical secretaryship, hospital bookkeeping, pre-nursing, laboratory technique, and X-ray technique. The college reports that no student who has finished these courses has ever failed to be placed in a good position immediately upon graduation. In fact, there are many more calls for graduates from doctors, hospitals, and laboratories than the college placement bureau can fill each year.

#### SHOP SUPERVISORS COURSE

This year, for the first time, a course in shop supervisory management will be open to evening students at Fairleigh Dickinson Junior College. Designed specifically for shop supervisors, foremen, personnel managers, production managers, junior executives, and department heads, the course covers industrial organization and management, supervisory techniques and problems, labor relations and arbitration, and shop engineering. Related courses which are being offered are practical English, public speaking and conference techniques, and psychology in human relations.

#### JUNIOR COLLEGE WORK DROPPED

With regret Ferry Hall, Illinois, has announced the discontinuance of its junior college department. The trus-

tees and Miss Elaine Tremain, the retiring principal, decided last spring to concentrate on their high school department, which is growing and vigorous. It is their hope that sometime in the future they may reestablish a junior college.

#### ADMINISTRATIVE CHANGES

J. Thomas Davis, dean of John Tarleton Agricultural College, Texas, for 26 years, has retired to modified service. Under his leadership the college grew from an enrollment of 321 in 1919 to over 1800 just prior to World War II. Dean Davis was president of the American Association of Junior Colleges in 1928 and convention secretary for a number of years. He is succeeded by Lt. Col. E. J. Howell, former registrar of the college.

Pedro Osuna, president of the California Junior College Federation, has been given a leave of absence to accept a position with the Inter-American Educational Foundation at Quito, Ecuador. Mr. Osuna's duties as president of the Federation, including all matters covered at the Chicago meeting last summer, have been turned over to Basil H. Peterson, director of Glendale Junior College, California.

Richard P. Saunders has resigned as president of New London Junior College, Connecticut. Dr. Saunders opened the college in 1939 and was given a leave of absence when it suspended operations in 1943 due to the drafting of its men students. He is now a regional administrator for USO, with offices in San Francisco.

Replacing Dr. William A. Black as president of Pueblo Junior College, Colorado, is Marvin C. Knudson, formerly president of Worthington Junior College, Minnesota.

## STUDENT INVENTOR

George R. Micuta, an engineering student at the Junior College of Connecticut, has invented and patented a collapsible steering wheel to make entering and alighting from automobiles easier. One of the country's leading automobile manufacturers is negotiating with him to buy the rights to his invention.

## MEDICAL OFFICE TECHNIQUES

A new course in medical office techniques is being offered by Fairleigh Dickinson Junior College, New Jersey, this year. The course, open to laboratory technique, pre-nursing, and medical assistance students, will cover medical ethics, the use and care of medical apparatus, receptioning, keeping of medical records, accounting procedures, and office organization and scheduling. Mrs. Ruth Williams Ricci, formerly in charge of nursing subjects at the School of Nursing, Woman's Hospital, New York City, and winner of the 1944 national award by the American Newspaper Publishers Association for the best monograph, will be the instructor.

## BECKER ADDS DORMITORY

Becker Junior College, Massachusetts, has added a new dormitory to its plant, providing living quarters for 24 additional young women this year.

## POMONA CATALOG

A feature of the catalog of Pomona Junior College, California, is the three-page "Index of Vocational Opportunities," designed to help students to select a probable field of interest, future occupation, or profession. The Index consists of an alphabetical list of several hundred jobs, taken from the

*Dictionary of Occupations*, for which preparation can be secured at the junior college. Each job title is followed by page references to the courses Pomona offers which are applicable to the particular job.

## RECOGNITION

Capt. James Johnson, a graduate of Potomac State School, West Virginia, has received international recognition as the Army surgeon who performed the life-saving operation on ex-Premier Tojo of Japan.

Charles Orenyo, alumnus of Union Junior College, New Jersey, was awarded a certificate of merit by the United States Office of Scientific Research and Development for his effective service in participating in work organized under that department at the Princeton University chemical laboratory.

## WORKED ON ATOMIC BOMB

Four instructors from Canal Zone Junior College worked on the atomic bomb project: Floyd Buckley, Hugh Stickler, Raymond Walter, and Temple Jarrell.

Also aiding in this work was a graduate of Armstrong Junior College, Georgia, Edwin Lennox.

## TRANSFER STUDENTS

St. Joseph Junior College, Missouri, reports that 75 per cent of the members of its graduating class of 1945 have gone on in higher education.

Transfer students from Marshalltown Junior College, Iowa, to other institutions of higher learning in the past five years rated above average in scholastic standing, according to figures compiled by B. R. Miller, executive officer of the junior college.

## From the Secretary's Desk

### HOW MANY VETERANS?

How many veterans have the junior colleges of the country enrolled this fall? In September when information was requested for the new *Junior College Directory*, institutions were asked to indicate the number of veterans they had enrolled at the beginning of the semester. The replies from 347 coeducational and men's junior colleges which have now been tabulated show that these institutions had enrolled a grand total of 5453 former service men and women in September and early October, and that many more are being added to that figure through late enrollments. The Junior College of the University of Houston leads the list, with 512 veterans—a little over one-third of their total enrollment of 1506. Pace Institute in New York City is second, with 461 veterans. As shown below, only 43 of the 347 institutions had enrolled no veterans, while each of the remaining 304 had anywhere from 1 to several hundred former service men and women in their classes. The breakdown of institutions by number enrolled follows:

No. of Veterans	Type of College		
	All	Public	Private
0 .....	43	17	26
1- 10 .....	190	112	78
11- 20 .....	53	34	19
21- 30 .....	22	17	5
31- 40 .....	10	7	3
41- 50 .....	11	8	3
51- 60 .....	2	2	0
61- 70 .....	6	2	4
71- 80 .....	2	0	2
81- 90 .....	1	1	0
91-100 .....	1	1	0
Over 100 .....	6	5	1
Total number of colleges reporting .....	347	206	141

As stated above, the total number of veterans reported by all 347 junior colleges was 5453. Of these, 3638 were in public institutions, 1815 in private. The average number of veterans per institution was 16, but this figure is inflated by the fact that a few institutions had such large numbers. Most junior colleges had from 1 to 10 veterans on their campuses at the time the figures were reported, but were rapidly adding more, due to the fact that the mounting demobilization of the armed forces was causing very large late registration of veterans.

### "CAN YOU TELL ME, PLEASE . . ."

In the September issue of the *Journal*, the Navy's post-VJ-Day purchase of 400 additional copies of the *Junior College Directory 1945*, for use by their Educational Service Officers in providing guidance to discharges, was reported. To further interpret junior colleges to its discharges, the Navy in late September sent a brief statement on junior college education, copy for which was prepared by the Acting Executive Secretary, to all its Educational Services Officers. As a result of the dissemination of this statement, the flow of inquiries to the Association office from Navy men and women interested in junior college attendance, which had already reached considerable proportions, was materially increased. Most of the servicemen wanted to know which junior colleges offered the specific terminal courses in which they were interested. As a result, the Association office prepared a 20-page listing of terminal courses and the junior colleges

which offered them, based on the material in *Present Status of Junior College Terminal Education*. One thousand copies of this listing were sent out by the Navy's Educational Services Section to the Educational Services Officers in the field.

Following VJ-Day, the Army also purchased 500 additional copies of the *Directory* for its guidance officers, bringing its total purchases to 1000 copies. It followed this up with a statement about junior colleges in its War Department Education Manual EM 945, *Your Postwar Career*, which it evidently distributed widely among soldiers. The resulting inquiries from GI's all the way from Luzon to Austria about junior college offerings in everything from hotel management to forestry, have kept the Association office busy. Interesting to note is the fact that few of the servicemen specify a particular locality in which they wish to attend college; the course seems to be the one thing of major interest. The next most important questions in their minds seem to be whether they will be able to secure "refresher courses" and remove high school deficiencies.

As we go to press, the Marine Corps is negotiating an order for 500 copies of the *Directory* for its guidance officers. And word comes from the Navy that its officers at Trinidad consider the information about junior colleges in the short statement referred to above of such practical value that they are reproducing it for distribution to every man on the base.

#### DISCUSSION OF CHICAGO

As requested by the national Association, state and regional meetings have been held all over the country this fall to discuss the decisions regarding the future of the Association which were

reached at Chicago this summer. The men and women present at Chicago have been very generous of their time and energy in planning and conducting these meetings.

In September, Henry A. Dixon contacted the Utah junior colleges; William A. Black led a meeting of the Colorado group, to which administrators in New Mexico, Arizona, and Wyoming were also invited; and Leland L. Medsker presented the matter before the Illinois Association of Junior Colleges, with invitations going out to institutions in Indiana, Wisconsin, and lower Michigan, also.

In October the Texas junior colleges met on invitation of Professor Colvert at the University of Texas, with E. L. Harvin leading the discussion; the junior colleges of Maryland, D. C., Virginia, and West Virginia met at Chevy Chase Junior College, D. C., under the chairmanship of Theodore H. Wilson; and the North Central Council of Junior Colleges met at Kansas City, where a group of the Chicago delegates were present. The New Jersey and Delaware institutions discussed the meeting under the leadership of Hurst R. Anderson, and the Southern California Junior College Association heard Rosco C. Ingalls.

In November, the Connecticut Council of Junior Colleges met, with their president, Alan S. Wilson, as chairman; and the Minnesota junior colleges discussed the matter under Roy W. Goddard, with invitations going to institutions in nearby states. December will see the meeting presented by Rosco C. Ingalls before the California Junior College Federation; and probably at the New England Association meeting, also, by its president, Dorothy M. Bell.



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